DOCUMENT RESUME

ED 169 955 JC 790 238

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TITLE	Longitudinal Study of Student Flow and Persistence: Report on Third Phase.
INSTITUTION	Santa Ana Coll., Calif.
REPORT NO	RN-79-04
PUB DATE	Apr 79
NOTE	41p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Aspiration; Age; Community Colleges; Females; Income; Institutional Research; *Junior Colleges; *Junior College Students; *Longitudinal Studies; Males; Participant Satisfaction; *Persistence; Self Evaluation; *Student Characteristics; *Student Mobility
IDENTIFIERS	Stopouts

ABSTRACT

This is the third report of the longitudinal study of a sample of 629 students who first enrolled at Santa Ana College in fall 1977. Included are descriptive data gathered from the third set of questionnaires completed by returning and non-returning students in fall 1978 and demographic data obtained from the college's records. Third phase data are compared to that of the first and second phases. Findings revealed that, of a sample of entering students, 54% return for a second semester, 34% return for a third semester, and 24% return for a fourth semester. Persisters, in contrast to non-returning students, are more often male, 18 to 19 years of age upon enrolling, full-time students, pursuing an associate of arts degree or transfer credit, making annual incomes over $10,000, and living with their parents. The majority of persisters and non-returning students work full-time. There were no significant differences between the self-ratings of entering, persisting, and non-returning students on numerous abilities. Respondents' ratings of college services and instruction were generally favorable. Reasons most frequently cited for not returning were "decided to take a break in my studies" and "completed needed courses." Appendices contain student comments and the survey instruments. (Author/MB)

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Longitudinal Study of Student Flow and Persistence

Report on Third Phase

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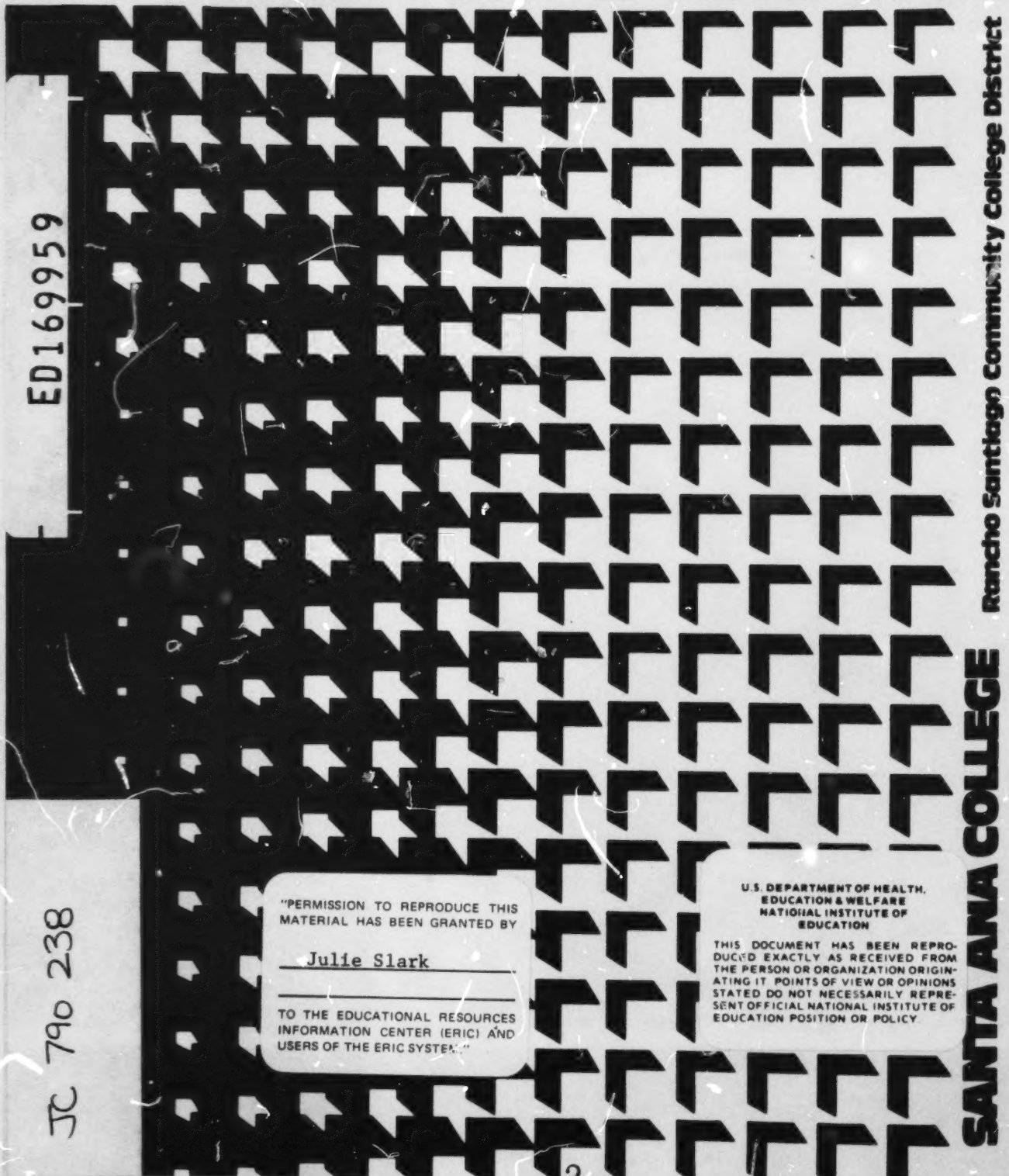

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SANTA ANA COLLEGE

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JC 790 238

Longitudinal Study of Student Flow and Persistence

Report on Third Phase

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April 1979

This is the third report of the longitudinal study of a sample of 629 students who first enrolled at Santa Ana College in the Fall semester of 1977. Included are descriptive data gathered from the third set of questionnaires completed by returning and non-returning students in the Fall 1978 semester and demographic data obtained from the college's records. Third phase data are compared to that of the first and second phases. Findings have shown that, of a sample of entering students, 54% return for a second semester, 34% return for a third semester, and 24% return for a fourth semester. Persisters, in contrast to non-returning students, are more often male, 18 to 19 years of age upon enrolling, full-time students, pursuing an A.A. degree or transfer credit, have annual incomes over $10,000, and live with their parents. The majority of persisters and non-returning students also work full-time. Entering, returning, and non-returning students rated themselves on numerous abilities, and there was no difference between the average scores of each group. Respondents also rated college services and instruction, and the ratings were generally favorable. When asked why they did not re-enroll, non-returning students most frequently cited "decided to take a break in my studies" and "completed needed courses" as reasons.

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BACKGROUND AND INTRODUCTION

This is the third report of the longitudinal study of a sample of 629 students who first enrolled at Santa Ana College in the Fall semester of 1977. The educational careers of the students in the sample are being tracked through the use of the college's records and questionnaires administered to the sample at semester intervals. The original intent of the project was to provide descriptive student demographic data, student evaluation of college services, student outcomes data, and resultant data which could reveal relationships, or lack of relationships, between attrition, retention, educational objectives, outcomes data, success and motivational factors.

(Refer to reports one and two for methods and findings of the first two sets of questionnaires administered.)

This report will present descriptive data from the third set of questionnaires completed by returning and non-returning students in the Fall 1978 semester. This data, in combination with data collected during the first two phases, is now capable of demonstrating valuable trend activity about the sample. That is, the flow, or activities, of a sample of students for one and one-half years can now be shown. The demographic composition of active and non-active students from one semester to the next can be compared. Outcomes data from non-returning students can also be cumulatively analyzed.

METHODS FOR THIRD PHASE

As in previous semesters of this study, at the beginning of the third semester of the study, Student Experience Questionnaires were sent to the 214 remaining active students in the sample, and Non-Returning Student Questionnaires were mailed to the 154 students who did not return for this semester. (The remaining 261 students in the sample dropped out the previous semester, Spring 1978, and

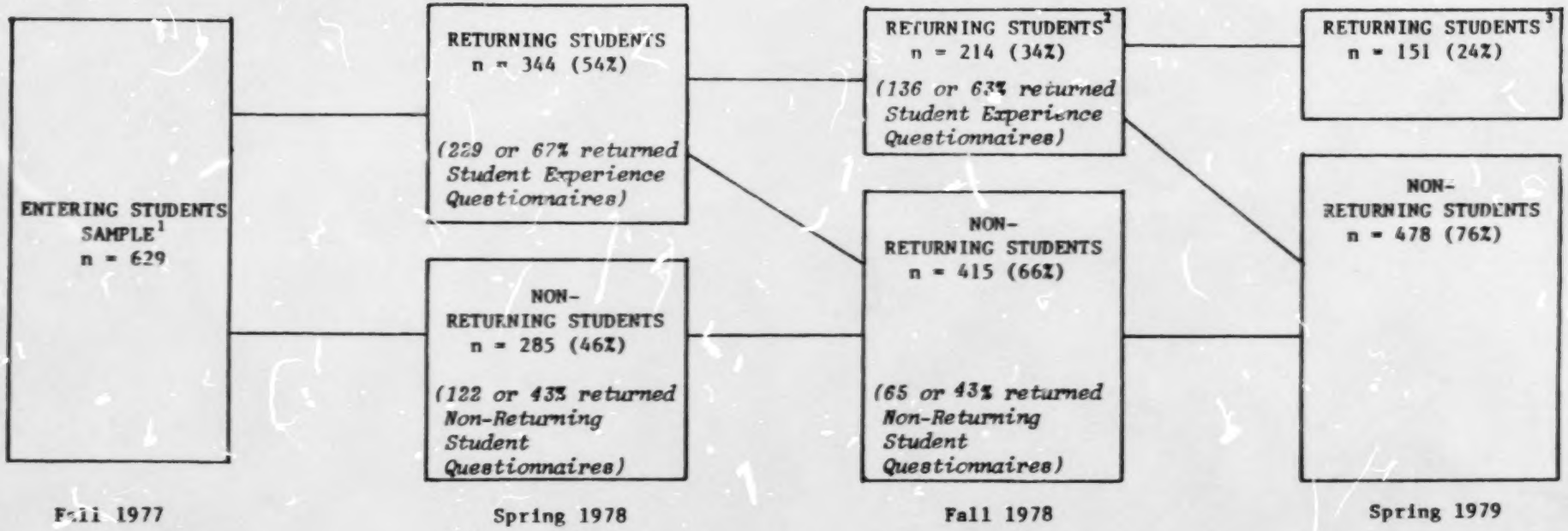
were sent Non-Returning Student Questionnaires at that time. The findings are reported in the Phase 2 report of this study.) To encourage response, reminder postcards and two subsequent questionnaires were mailed to students. Additionally, before the Fall semester began, a "thank-you letter" including some of the more interesting results of the study thus far was mailed to students in the sample. A copy of this letter, postcard, and questionnaires are included in the appendix. As can be seen in the flow chart on page 3, the final return rate for active students was 53% (136 responses) and 43% (65 responses) for non-returning students.

This report includes comparisons of student demographic data obtained from the college's records at semester intervals. Additionally at the time of this writing, data from students' records was available for the Spring 1979 semester for inclusion in this report, eventhough questionnaire administration and compilation were not yet completed. Active and non-returning student groups' responses to the third set of questionnaires are also compared to responses elicited earlier from the Entering Student Questionnaire and first and second set of questionnaires, where appropriate. It is anticipated that analyzing the data longitudinally in this manner may contribute to our knowledge of student flow in the community colleges and the relationship of variables including students' educational objectives, student success and outcomes, the impact of the college on the student, attrition and retention, and student characteristics.

FINDINGS

Student Flow

One of the more interesting and unique contributions of this project is demonstrated in the flow chart on page 3. It can be seen that from a representative sample of entering students, about half, 54%, returned to SAC the next semester, and 46% did not. A third of the students, 34% remained active for three semesters, and a quarter, 24%, returned for a fourth semester.


ENTERING STUDENTS SAMPLE[1] n = 629
RETURNING STUDENTS n = 344 (54%)
(229 or 67% returned Student Experience Questionnaires)
NON-RETURNING STUDENTS n = 285 (46%)
(122 or 43% returned Non-Returning Student Questionnaires)
RETURNING STUDENTS[2] n = 214 (34%)
(136 or 63% returned Student Experience Questionnaires)
NON-RETURNING STUDENTS n = 415 (66%)
(65 or 43% returned Non-Returning Student Questionnaires)
RETURNING STUDENTS[3] n = 151 (24%)
NON-RETURNING STUDENTS n = 478 (76%)
Fall 1977
Spring 1978
Fall 1978
Spring 1979

Flow of Students in Longitudinal Study Sample
and Questionnaire Response Rate
Fall 1977 through Spring 1979

[1]Of these 629 students, 433, or 69%, completed the Fall 1977 semester, and 196, or 31%, did not.
[2]This group includes 26 "stop-outs", or students who were not active in the Spring 1978 semester.
[3]This group includes 6 "stop-outs", or students who were not active in the Fall 1978 semester.

The non-returning students in the sample for the Fall semester 1978 included one A.A. graduate, and for the Spring 1979 semester included one certificate graduate.

Additionally, there was some "stop-out" activity. That is, of the 214 students who returned in the Fall 1978 semester, 26 of them had not been active the previous semester, Spring 1978; they had taken a semester off from their studies. Six of those 151 who returned in the Spring 1979 semester had not been active the previous semester.

The sample students were asked on the Entering Student Questionnaire, Fall 1977, "How long do you anticipate that you will attend Santa Ana College"? At that time, 43.2% of the sample anticipated that they would attend SAC for three or more semesters continuously. In actuality, 34% (less stop-outs) did attend three or more semesters. Anticipations, therefore, are not markedly counter to performance. However, it is not known if these same 34% continuing students are entirely among the 43.2% of respondents who originally anticipated attending three or more semesters.

Profile of Returning Students

Demographic Data. Table 1 presents comparisons of distributions of sex, ethnicity, age, day/night and part-time/full-time student status, and educational objectives for all entering students in the sample, those in the sample remaining active each semester, and the total SAC population.

In regard to the sex distribution, it can be seen that retention of males is greater than that of females. However, since the second semester of the study and the subsequent loss of females from active student status at that time, the percentage of active females in the sample has remained constant. The total population has, however, eight percentage points fewer females. The study sample was, at the beginning of the study, found to have a disproportionate number of females. From these results it can be postulated that the largest

Table 1

Comparison of Characteristics of Entering Student Sample,
Returning Students in Sample, and Total Population

Sex, Ethnic Background, Age, Day/Night, Part-time/Full-time Status, & Educational Objective

	Entering Student Sample Fall 77 n=629	Active Students in Sample Spring 78 n=341	Active Students in Sample Fall 78 n=214	Active Students in Sample Spring 79 n=151	Total SAC Population Spring 79 n=15730
		Percentage Distribution			
Sex					
Female	55.0	51.6	52.3	51.7	48.2
Male	45.0	48.4	47.7	48.3	51.8
Ethnic Background					
American Indian	1.1	1.8	0.9	1.3	1.7
Black	4.5	4.4	2.8	3.3	4.0
Chinese or Japanese	0.8	0.9	1.9	2.0	1.6
Hispanic/Mexican	12.1	10.3	12.1	13.9	13.6
Pacific Islander	0.5	0.3	0.5	0	0.5
Other Non-White	4.3	5.6	4.7	6.6	8.3
White	76.8	76.8	77.1	72.8	69.7
Age		*(Age at first semester)*			*(Age Spr 79)*
17 and under	8.9	10.6	3.7	3.3	0.5
18	16.5	21.1	28.5	33.8	1.9
19	7.3	8.2	9.8	11.2	7.5
20-21	11.5	10.0	8.4	4.6	16.2
22-25	15.7	13.5	12.1	12.5	22.4
26-30	15.4	16.4	14.5	11.9	18.5
31-40	12.9	13.5	15.0	17.2	18.3
41-50	7.2	5.3	5.1	1.9	9.1
51-65	4.3	3.5	2.8	3.3	5.6
Over 65	0.3	0.3	-	-	0.6
Day/Night Students					
Day	36.3	41.9	33.2	26.5	31.9
Night	50.6	44.3	44.9	39.7	52.7
Both	13.2	24.3	22.0	33.8	15.4
Part-time/Full-time Students					
16 or more units	4.6	7.0	11.7	16.6	6.3
12 to 15 units	18.6	25.2	23.8	23.2	13.7
8 to 11 units	11.3	13.2	14.5	17.9	12.7
Less than 8 units	65.5	56.3	50.0	42.4	67.3
Educational Objective					
Vocational Certificate	7.8	9.7	10.7	11.3	7.4
A.A. Degree	23.1	28.4	32.2	33.8	28.4
Transfer Credit	13.7	18.8	14.5	19.2	14.2
Personal Interest	22.0	15.0	16.8	13.9	18.6
Employment	28.6	23.2	19.6	16.6	25.8
Other	4.9	5.0	3.7	4.6	5.5

number of females who drop out do so after their first semester of attendance.

The ethnic distributions of all groups have remained approximately constant, demonstrating that no one ethnic group is more prone to attrition than another. In the second phase report it was shown that more Hispanic/Mexicans dropped out than students from any other ethnic group. An increase in the "other non-white" category for the total population has been noted over the past two years, possibly a result of a recent increase of Vietnamese students. Since the sample for this study was selected two years ago, that group is under-represented in the sample.

The highest retention among age groups occurs for students who are 18 to 19 years of age upon entering school. 45% of students in the sample who were still active four semesters after entering were 18 or 19 years of age when they entered school. The 20 to 21 year old age bracket has a low amount of retention.

The Spring 1979 active student group has the smallest percentage of night students and highest percentage of day/night students than any other group. The total SAC population and entering student sample have the largest percentage of night students.

As can be expected, more full-time (taking more than 12 units) and fewer part-time students are present in the group of students which has persisted for three or more semesters than are found in the new student sample and in the total population. Presumably, this represents the group of "traditional students" who are younger, full-time, pursuing an A.A. degree or transfer credit, and thus must attend longer, or persist, in order to obtain their objective. New students and the total population are, in contrast, more often part-time students carrying less than eight units.

As for educational objectives, again, students in the sample who originally enrolled at SAC for an A.A. degree or transfer credit persist in the highest numbers, and students who enroll for personal interest objectives least often continue beyond the first semester or more.

Questionnaire Responses of Returning Students. Table 2 compares the responses of students who persisted for three semesters and the responses of all new students on selected questions.

59.6% of the persisters in the sample work full-time, 24.3% part-time, and this differs little from the responses of all entering students. Full-time work does not seem to inhibit school persistence.

A converse relationship does exist, however, between entering students and persisting students on the variable of income. Students were asked to estimate their annual income or, if they lived with their parents, to estimate their parents' income. While 45.5% of the entering student sample had annual incomes below $10,000, only 25% of the persisters had annual incomes below that amount. A higher percentage of persisters are found in the upper income brackets.

Both groups of students were also asked who they lived with while they attended school. While there was no significant difference between the distributions of the entering and persisting student groups, it is interesting to note that 39% of the persisters reported that they resided with their parents. This may partially explain the higher incomes found among persisters in the previous question. About a third of the students in each group reported that they lived with their spouse. From this we can surmise that about a third of SAC students are married, a frequently asked data question.

The persisters' distribution included more students who resided with their parents and fewer students living alone than the entering student group. Again, this is indicative of the previously identified, large group of persisters who enter college at age 18 or 19 to pursue an A.A. degree or transfer credit.

Comparison of Characteristics of Entering Students, Fall 1977
and Students Who Remained Active Fall 1978,
by Responses to Questionnaires

Employment Status, Annual Income, Educational Objectives, & Residence

Question asked in Entering Student Questionnaire & Student Experience Questionnaire	Response of Entering Students Sample Fall 1977 n=629		Response of Students in Sample Who Remained Active Fall 1978 n=136	
	n	%	n	%
What is your employment status?				
Working full-time	341	54.2	81	59.6
Working part-time	129	20.5	33	24.3
Not working, looking for a job	84	13.4	12	8.8
Not working, not looking for a job	28	4.4	4	2.9
Homemaker	40	6.4	4	2.9
What is your annual income?				
Under $5000	136	21.6	15	11.0
$5000 to $9,999	150	23.9	19	14.0
$10,000 to $14,999	122	19.4	27	19.9
$15,000 to $19,999	64	10.2	26	19.1
$20,000 to $29,999	71	11.3	22	16.2
$30,000 to $39,999	24	3.8	6	4.4
Over $40,000	19	3.1	9	6.6
What were your primary reasons for enrolling at SAC?				
To prepare for a career	404	64.2	102	75.0
To get a better job	327	52.0	87	64.0
To transfer to a four-year school	171	27.2	57	41.9
For personal development	314	49.9	94	69.1
Simply, to learn	262	41.7	72	52.9
To occupy my time	42	6.7	8	5.9
To receive veterans or social security benefits	28	4.5	6	4.4
To meet new people	79	12.6	21	15.4
To participate in extracurricular activities	36	5.7	12	8.8
Who do you live with while you are attending school?				
Self	116	18.4	19	14.0
Parents	209	33.2	53	39.0
Friends	57	9.1	10	7.4
Spouse	211	33.6	45	33.1
Other	34	5.4	8	5.9

Table 2

Comparison of Students' Self-Rating Scores

On each questionnaire, students were asked to rate themselves on a scale of one to five on numerous abilities and skills. Table 3 shows the average self-rated score for each entering, returning, and non-returning group and each ability. The original purpose of this question was to determine the impact that attending SAC had on one's perceptions of their own abilities. As can be seen in Table 3, however, no differences were found between the average scores of the different groups. The average of average scores ranged from 3.45 to 3.50 (on a scale of 1 to 5, where 5 is high). The average scores fell between 2.8 and 4.2.

More interesting was the difference between average ratings of abilities. All groups of students consistently rated themselves highest on "ability to get along with others", from 4.0 to 4.2. Other highly rated abilities included "ability to handle stress", 3.7 to 3.9, and "optimism", 3.6 to 3.8. The lowest rated perceptions of ability were given for "public speaking ability", 2.8 to 3.1, and "mathematics ability", 3.0 to 3.2.

Students' Use and Evaluation of Instruction and College Services

Instruction. Table 4 shows returning and non-returning student responses to the most recent Fall 1978 questionnaire question asking respondents to rate courses that they took on several factors. Receiving the highest ratings, excellent and above average, from both groups were, again, "quality of classroom instruction", "grading and testing", and "content of course". "Help from instructor outside class", "class size", and "availability of courses" received larger percentages of below average and poor ratings.

College Services. Both groups of students were also asked to report frequency of use and satisfaction with numerous college services. The results are shown in Table 5. The responses are similar to those found in the second phase except that frequency of use increased, presumably because the student groups queried

Table 3

Comparison of Average Self-Rating Scores
of Entering, Returning, and Non-Returning Student Groups
on Selected Attributes

Scale of 1 (Low) to 5 (High)

	Entering Student Sample Fall 77 n=629	Returning Students Spring 78 n=229	Non-Returning Students Spr 78 n=122	Returning Students Fall 78 n=136	Non-Returning Students Fall 78 n=65
Academic ability	3.5	3.6	3.5	3.6	3.5
Reading ability	3.4	3.4	3.5	3.4	3.4
Writing ability	3.3	3.3	3.4	3.3	3.2
Mathematics ability	3.1	3.2	3.2	3.2	3.0
Public speaking ability	2.9	3.0	3.0	3.1	2.8
Problem solving ability	3.5	3.6	3.6	3.6	3.6
Ability to handle stress	3.7	3.7	3.7	3.7	3.9
Ability to get along with others	4.1	4.0	4.0	4.0	4.2
Creativity	3.5	3.4	3.4	3.4	3.7
Optimism	3.7	3.7	3.6	3.6	3.8
Self image	3.6	3.6	3.4	3.5	3.7
Personal organization	3.6	3.6	3.5	3.4	3.8
Social self confidence	3.5	3.5	3.4	3.3	3.4
Intellectual self confidence	3.5	3.5	3.4	3.4	3.4
Vocabulary and terminology	3.3	3.3	3.4	3.4	3.2
Physical fitness	-	3.4	3.4	3.3	3.4
Average score	3.48	3.48	3.46	3.45	3.50

STUDENTS' RESPONSES TO STUDENT EXPERIENCE QUESTIONNAIRE AND NON-RETURNING STUDENT QUESTIONNAIRE

Student Evaluation of Instruction

(in percents)

Please rate the following for courses you were enrolled in according to how well the courses fulfilled you individual needs:

Rating Measure	Active Students n=136				Non-Returning Students n=65			
	Excellent	Above Average	Below Average	Poor	Excellent	Above Average	Below Average	Poor
Quality of classroom instruction	23.5	69.9	5.2	0	31.8	50.0	9.1	4.6
Grading and testing	16.2	74.3	5.2	0.7	12.1	74.2	7.6	3.0
Content of course	25.7	66.9	4.4	0	34.9	50.0	10.6	1.5
Help from instructor outside of class	27.2	47.8	14.0	2.2	30.3	33.3	15.2	9.1
Class size	20.6	61.8	13.2	2.2	21.2	54.6	19.7	1.5
Availability of courses	23.5	53.7	17.7	2.2	30.3	48.5	15.2	3.0

Table 4

Table 5

STUDENTS' RESPONSES TO STUDENT EXPERIENCE QUESTIONNAIRE AND NON-RETURNING STUDENT QUESTIONNAIRE

Student Use and Evaluation of Services

(in percents)

How often have you utilized each of the SAC services listed below?
And how satisfied were you with each of these services?

College Service	Active Students n=136							Non-Returning Students n=65						
	How Often Used			How Satisfied				How Often Used			How Satisfied			
	Never Used	Used once/ twice	Used 3+ times	Never Used	Not satis- fied	Satis- fied	Very satis- fied	Never Used	Used once/ twice	Used 3+ times	Never Used	Not satis- fied	Satis- fied	Very satis- fied
Admissions/Records	14.7	31.6	52.9	12.5	3.7	59.6	20.6	14.9	46.3	35.8	11.9	4.5	55.2	20.9
Financial Aid Office	88.2	3.6	7.4	76.5	5.2	4.4	1.5	82.1	7.5	6.0	77.6	6.0	3.0	3.0
Student Placement Office	83.1	10.4	5.9	70.6	4.4	8.1	3.7	82.1	9.0	4.5	77.6	6.0	4.5	1.5
Cafeteria/Snack Bar	14.7	12.5	72.8	11.8	11.0	55.9	18.4	17.9	7.5	71.6	17.9	7.5	55.2	13.4
Registration	4.4	40.4	53.7	2.9	5.9	64.7	23.5	4.5	68.6	23.9	4.5	7.5	56.7	23.9
New Student Orientation	72.1	25.7	1.5	60.3	5.2	19.1	2.9	65.7	29.9	0	59.7	3.0	22.4	4.5
Academic Counseling	58.8	31.6	8.8	50.0	10.3	17.7	12.5	65.7	29.9	1.5	61.2	7.5	14.9	7.5
Personal Counseling	79.4	15.5	4.4	69.1	2.2	13.2	4.4	83.6	12.0	3.0	74.6	3.0	9.0	6.0
Career Planning	88.2	8.8	2.2	77.2	2.2	7.4	1.5	80.6	13.4	1.5	77.6	3.0	6.0	3.0
Recreation/Athletic Fac.	73.5	5.2	19.9	64.7	2.2	10.3	13.2	65.7	13.5	16.4	59.7	0	16.4	12.0
Library	24.3	8.1	65.4	19.9	3.7	39.0	32.4	35.8	12.0	49.3	34.3	3.0	25.4	31.3
Student Health Center	83.8	12.5	2.9	83.8	3.7	6.6	5.2	91.0	3.0	1.5	85.1	0	3.0	1.5
Learning Center	71.3	8.9	18.4	60.3	2.2	16.2	9.6	73.1	12.0	10.5	67.2	4.5	13.4	3.0
Women's Center	96.3	2.2	0	83.1	0	0.7	1.5	94.0	0	1.5	88.1	0	0	1.5
Veteran's Center	83.8	4.4	11.0	72.8	0.7	8.1	6.6	86.6	3.0	6.0	85.1	1.5	0	3.0
OVERALL IMPRESSION	-	-	-	-	0.7	64.7	30.9	-	-	-	-	3.0	59.1	27.3

in this phase have attended one semester longer than those queried for phase two and, therefore, had more opportunity to frequent college services. The cafeteria/snack bar and library were the most frequently used services on campus. For many college services, the frequency of use by the non-returning student group is lower than that of returning students, suggesting a lower level of campus involvement. Additionally, a larger number of returning students are full-time and, therefore, probably use campus facilities and services more frequently.

Library services were most often given "very satisfied" ratings, by 32.4% of returnees and 31.3% of non-returning students. Registration was given the second largest percentage of "very satisfied" ratings. Returning and non-returning students generally rated their satisfaction with college services similarly.

Non-Returning Students' Questionnaire Responses and Outcomes Data

Non-returning students were asked their reasons for not re-enrolling for a third semester at SAC, and their responses, and the responses of the Spring 1978 non-returning students, are shown in Table 6. The most frequently cited reasons for not returning were "decided to take a temporary break in studies", 24.2%; "completed needed courses", 22.7%; "transferred to another college", 21.2%; and "moved out of area", 21.2%. These responses contrast with those of the previous semester, students who had completed only one semester at SAC, when "class schedule conflicted with work schedule" was the most frequently cited reason and "moved out of area" was the least frequently cited reason. The disposition of all non-returning students is quite varied, however, and no one reason for not re-enrolling is predominant. The only exception are the reasons "dissatisfaction with instruction and content of course" which are consistently the least frequently cited reasons for not re-enrolling.

Table 6

STUDENTS' RESPONSES TO NON-RETURNING STUDENT QUESTIONNAIRE

Reasons for Not Returning

In deciding NOT to re-enroll at SAC, please rate the importance to you of the following reasons:

Major Reason	Non-Returning Students			
	Spring 78 responses n=122		Fall 78 responses n=65	
	n	%	n	%
Completed needed courses	30	24.6	15	22.7
Tranportation problems	10	8.2	4	6.1
Transferred to another college	10	8.2	14	21.2
Found a job	18	14.8	8	12.1
Got everything I wanted out of my classes	22	18.0	9	13.6
Class schedule conflicted with work schedule	34	27.9	11	16.7
Financial reasons	14	11.5	7	10.6
Moved out of area	8	6.6	14	21.2
Dissatisfaction with instruction	9	7.4	2	3.0
Dissatisfaction with content of course	10	8.2	6	9.1
Lost interest in school	10	8.2	6	9.1
Decided to take temporary break in studies	25	20.5	16	24.2
Home or marital situation changed plans	21	17.2	10	15.2
Other	17	13.9	13	19.7

The responses to other questions asked of non-returning students are shown in Table 7. The majority of both groups of non-returning students are working full-time. (It is interesting to note that the same holds true for active students.) The hourly wage of both groups is similarly widely dispersed. Of the courses which the students were enrolled in at SAC, 12.1% responded that their jobs were directly related; 28.8% responded that their jobs were somewhat related; and the largest number, 39.4%, responded that their jobs were not related.

Asked about their current educational plans, many, 38.5% and 39.4%, plan to return to SAC within 12 months. The monitoring of "stop-outs" will show whether or not these plans are borne out. And the second largest amount of Fall 1978 non-returning students, 24.2%, have enrolled at another school, as Table 6 also confirms.

SUMMARY

This report has provided data about a sample of students who entered Santa Ana College one and one-half years earlier. Thus, it has been possible to produce valuable information including the attrition and retention rates, the characteristics of students who persist one, two, and three semesters, students' perceptions of Santa Ana College, the impact of attending SAC on students' self-perceptions, and follow-up data for non-returning students. Below is a summary of these findings:

1. Of the sample of entering students, 54% returned to SAC for a second semester, 34% returned for a third semester, and 24% returned for a fourth semester.

2. The distribution of student persisters, in contrast to that of entering students, includes a higher percentage of male students, students 18 to 19 years of age upon entering SAC, full-time students, and students whose educational objective is an A.A. degree or transfer credit. The ethnic distributions of both groups of students is similar.

Table 7

STUDENTS' RESPONSES TO NON-RETURNING STUDENT QUESTIONNAIRE

Outcomes Data

Question	Non-Returning Students			
	Spring 78 responses n=122		Fall 78 responses n=65	
	n	%	n	%
What are you doing now?				
Looking for a job	7	5.7	1	1.5
Working full-time	72	59.0	35	53.0
Working part-time	5	4.1	1	1.5
Going to school	2	1.6	3	4.6
Homemaker	7	5.7	3	4.6
Nothing	2	1.6	2	3.0
Combination of above	19	15.6	20	30.3
No response	8	6.6	1	1.5
What is your current rate of pay?				
$3.99 or less per hour	27	22.1	12	18.2
$4.00 to $4.99 per hour	20	16.4	12	18.2
$5.00 to $5.99 per hour	18	14.8	7	10.6
$6.00 to $6.99 per hour	11	9.0	4	6.1
$7.00 to $7.99 per hour	6	4.9	3	4.6
$8.00 to $8.99 per hour	4	3.3	4	6.1
$9.00 or more per hour	19	15.6	9	13.6
No response	17	13.9	15	22.7
Which single statement best describes your present job?				
Directly related to courses taken at SAC	21	17.2	8	12.1
Somewhat related to courses taken at SAC	28	23.0	19	28.8
Not related to courses taken at SAC	55	45.1	26	39.4
What are your current educational plans?				
Have already re-enrolled at SAC	2	1.6	3	4.6
Plan to enroll at SAC within 12 months	47	38.5	26	39.4
Have already re-enrolled at other school	20	16.4	16	24.2
Plan to enroll at other school within 12 months	14	11.5	8	12.1
No plans to attend school within 12 months	34	27.9	11	16.7
No response	18	4.1	2	3.0

3. The majority of persisting students (59.6%) work full-time. Persisters have higher incomes than non-returning students. Fewer returning students have annual incomes below $10,000 (25%) than entering students (45%). More persisters live with their parents and fewer live alone than is the case for entering students.

4. Entering, returning, and non-returning students rated themselves on numerous skills and abilities. There was no difference between the different student groups' average scores. All students, however, rated themselves highest on "ability to get along with others" and lowest on "public speaking ability".

5. Returning and non-returning students, Fall 1978, rated instruction at SAC highest on "quality of classroom instruction", "grading and testing", and "content of course". Rated lower are "help from instructor outside of class", "class size", and "availability of classes".

6. On frequency of use and satisfaction with college services, the cafeteria/snack bar was the most frequently used facility. The library received the highest rating of satisfaction.

7. Non-returning students for Fall 1978 most frequently cited "decided to take a break in my studies" and "completed needed courses" as reasons for not re-enrolling. This is in contrast to students who dropped out after one semester, who most often reported work-related reasons.

8. The majority of non-returning students are working full-time, and 40% are working in areas directly related or somewhat related to their SAC classwork. Their hourly pay rates are varied. 24.2% have already enrolled in other schools, and 39.4% plan to re-enroll at SAC.

These results bear out early speculation that persisters usually represent "traditional students", who are young, often living at home with parents, attending school full-time, and pursuing an A.A. degree or transfer credit. Non-persisters create roughly half of the SAC population, and there is large turnover in this group. Non-persisters are more often older and attending part-time for personal interest.

The next semester, or phase, of this study will provide equally revealing results, as it will present the conclusion of two years of attendance for persisters. A significant number of the sample students will become graduates. Telephone interviews may be fruitful at that time as will follow-up on non-returning students who have been away from SAC, in careers or other educational institutions, for some time.

APPENDIX

COMMENTS WRITTEN BY RESPONDENTS ON THE NON-RETURNING STUDENT QUESTIONNAIRE

1. Teacher interest was high. School well organized.

2. The courses I took were excellent. Also the instructors were outstanding!!

3. I was graded unfairly by Fire Science 101.

4. Your Financial Aid Office is - - - - . Should have more classes to offer.

5. Enjoyed my first semester at SAC. Very helpful for my job. Very dissatisfied with second semester at SHS. After first four sessions didn't bother going back due to lack of organization.

6. I am very sorry I had to stop going to school, but my job requires at least 16 hours a day.

7. I enjoyed SAC very much and if I had not moved I would have continued school.

8. I was very unhappy with the last instructor I had. I learned nothing from his teaching ability. I wasted too many hours in his class. I wanted to learn - not read a book.

9. Certainly the facilities, materials, and instruction were valuable to me. I felt some ambivalence about tax expenditures for what I utilized and observed.

10. Thank you.

11. Good school - hope to be able to attend.

12. One respondent enclosed with the Non-Returning Student Questionnaire a letter from Saddleback CCD denying her a permit to attend SAC.

13. I found it a cheap extension of high school and nonconforming to students needs.

14. No bad experiences at SAC. Just found a good job that will send me to school.

15. First time registration procedures very poor. Overall impression of SAC good.

16. The people and teachers at SAC have been very helpful and not at all self-serving as I have found at SCC.

17. I was off campus and I really enjoyed Majestic Beauty College. Thanks to SAC. I am now a licencensed hairdresser and a teacher trainee. Thank you. It was fun.

18. For Adm. of Justice classes 046 on you need other instructors. One teacher is not enough. He can not teach on a lower level than his as a lawyer and most students who are in a law office.

19. I wish the campus didn't have so much honeysuckle because I'm allergic to it.

20. I enjoyed the class I was in during my first and only semester there. I plan to re-enroll full time this spring.

21. I am now attending the University of Wyoming School of Pharmacy.

22. Have the Saddleback District release students that live within five miles of Santa Ana and over twenty from Saddleback. Good example of bureaucratic pigheadedness to enforce this rule so rigidly. Stupid - - - .

22. I enjoyed SAC and really miss going. If possible to change jobs I really want to return for help in a career.

23. made my life and classroom more meaningful when I took her course. She is excellent to her students in all areas.

24. I greatly enjoyed my two semesters at SAC and would have returned had it not been for my being transferred to another state. Thank you.

25. I just took typing to get into another private school. Was very satisfied with class.

26. A good stepping stone for future education, preparation for 4-year university.

27. You need a "package deal" such as in Continuing Ed catalog "Business Skills Lab". At SAC, cost of textbooks wiped me out. Grant monies insufficient.

28. I liked the school very much. The classes were enjoyable and the instructors for the most part were great.

29. Have enjoyed all classes and <u>teachers</u>.

30. I especially enjoyed the classes by

31. I enjoyed going to SAC. Had hoped to get in the Nutrition field. Saddleback is too far away and it's too much of a hassle to get permission from them to go to SAC.

32. When I started at SAC 1½ years ago, it was for personal improvement. But through courses and instructors I have chosen a new career goal. I am now enrolled at OCC in the Display and Visual Promotions and Commercial Design programs.

33. Courses taken gave me alot of confidence in my career. I have gained much knowledge and pay increases are readily available.

34. I did not enjoy the R.E. Economics course I took. I couldn't see why we had to stay til 10 p.m. if everything was covered in the first hour of class. It was boring.

35. The reason for my quitting at this time: I find it very hard for a woman 7½ months pregnant to sit on the floor in a shorthand class due to being overcrowded. Also don't feel Prop. 13 should be blamed.

Thank You

for participating in the Santa Ana College Longitudinal Student Survey by returning the questionnaires we mailed to you last semester. Your responses have aided in the evaluation of the effectiveness of the college's academic and vocational programs.

As we promised, we are sharing with respondents the results of this study. We look forward to hearing from you again.

- The response rate to the Student Experience Questionnaire and Non-Returning Student Questionnaire was 55.8%.
- Of the 629 new students in the sample who enrolled in the Fall 1977 semester, 54.6% returned for the Spring 1978 semester.
- The average age of new students is 26. The median age of new students is 23. This means that there are as many students below age 23 as there are above age 23. The average age of **all** students is 28 years.
- The number of entering female students has almost caught up to the number of males for the first time in the history of the college.
- There are more night students than day students and more part-time (taking less than 8 units) students than full-time students.
- A majority of entering students in the sample, 54.2%, are employed full-time.
- Half of the new students have annual incomes below $10,000.
- Students rate themselves as being **least** proficient in their public speaking ability and **most** confident in their ability to get along with people.
- Non-returning students were more often female, night, part-time students.
- Contact the Institutional Research Office in room L-109 if you would like additional information about this survey and its results. (835-3000, ext. 372).

GREETINGS!

As you recall from our previous letters and questionnaires, you were selected from all new students in the Fall of 1977 to help us evaluate the effectiveness of the college's academic and vocational programs.

We now want to know how satisfied you were with your experiences at SAC, and what your academic and vocational needs are for the future.

Since situations may differ greatly, and since we wish the results of this study to be reflective of the opinions of all, we cannot overemphasize the importance of receiving your completed questionnaire.

If you have any questions, please call Bob or Julie at 835-3000, extension 372 or 298. We thank you in advance for your time and cooperation.

Very truly yours,

Harold Bateman

Harold Bateman
Dean of Admissions/Records
and Research

SANTA ANA COLLEGE

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Just a reminder that we need your help!

Please don't forget the Santa Ana College questionnaire that we mailed to you last week. We would appreciate your time and cooperation and look forward to receiving your completed questionnaire.

SANTA ANA COLLEGE

SEVENTEENTH AT BRISTOL
SANTA ANA, CALIFORNIA 92706
(714) 835-3000

JOHN E. JOHNSON
PRESIDENT
SUPERINTENDENT

Dear Student,

We would like to conclude the data collection phase of our survey, but we have not yet received your completed questionnaire.

We cannot be sure that we have an accurate picture of student opinion until we have one hundred percent of replies to our questionnaire. Will you please send in your questionnaire today and help us achieve this goal?

Another questionnaire and return envelope is enclosed.

Thank you for your time and efforts.

Very truly yours,

Harold Bateman
Dean of Admissions/Records
and Research

1. Your Santa Ana College Perm number: ⌊_⌊_⌊_⌊_⌊_⌊_⌋ 7

2. How often have you utilized each of the Santa Ana College services listed below? And, how satisfied were you with each of these services?

	How Often	How Satisfied
	0 = Never used 1 = Used once 2 = Used twice 3 = Used 3 or more times	0 = Never used 1 = Very dissatisfied 2 = Dissatisfied 3 = Satisfied 4 = Very satisfied
Admissions and Records	⌊_⌋ 31	⌊_⌋ 32
Financial Aid Office	⌊_⌋ 33	⌊_⌋ 34
Student Placement Office	⌊_⌋ 35	⌊_⌋ 36
Cafeteria/Snack Bar	⌊_⌋ 37	⌊_⌋ 38
Registration	⌊_⌋ 39	⌊_⌋ 40
New Student Orientation	⌊_⌋ 41	⌊_⌋ 42
Academic Counseling	⌊_⌋ 43	⌊_⌋ 44
Personal Counseling	⌊_⌋ 45	⌊_⌋ 46
Career Planning Center	⌊_⌋ 47	⌊_⌋ 48
Recreation & Athletic Facilities	⌊_⌋ 49	⌊_⌋ 50
Library	⌊_⌋ 51	⌊_⌋ 52
Student Health Center	⌊_⌋ 53	⌊_⌋ 54
Learning Center	⌊_⌋ 55	⌊_⌋ 56
Women's Center	⌊_⌋ 57	⌊_⌋ 58
Veteran's Center	⌊_⌋ 59	⌊_⌋ 60
Your Overall Impression of the College		⌊_⌋ 61

3. Please rate the following for most of the courses you are taking:

1 = Excellent
2 = Above average
3 = Below average
4 = Poor

Quality of classroom instruction	⌊_⌋ 62
Grading and testing	⌊_⌋ 63
Content of course	⌊_⌋ 64
Help from instructor outside class	⌊_⌋ 65
Class size	⌊_⌋ 66
Availability of courses	⌊_⌋ 67

4. Please rate the importance to you of each of the following reasons for attending Santa Ana College:

1 = A major reason
2 = A minor reason
3 = Of no importance

To prepare for a career	⌊_⌋ 68
To be able to get a better job or a promotion in present job	⌊_⌋ 69
To meet academic requirements to transfer to a 4-year school	⌊_⌋ 70
For personal development	⌊_⌋ 71
Simply, to learn	⌊_⌋ 72
To occupy my time	⌊_⌋ 73
To receive veterans or social security benefits	⌊_⌋ 74
To meet people	⌊_⌋ 75
To participate in extracurricular activities	⌊_⌋ 76
To improve physical fitness	⌊_⌋ 77
Other (specify) _____	⌊_⌋ 78

5. Do you have any friends who are presently attending Santa Ana College?

(1) Yes (2) No ⌊_⌋ 79

6. What is the average amount of time that you study per class per week?

(1) Less than 1 hour ⌊_⌋ 80
(2) 1 to 2 hours
(3) 2 to 3 hours
(4) More than 3 hours

7. What is your present employment status? ⌊_⌋ 31

(1) Working full-time (30 hours per week or more)
(2) Working part-time (less than 30 hours per week)
(3) Not working, but looking for a job
(4) Not working, not looking for a job
(5) Full-time homemaker

8. If you are presently employed, which of the following statements best describes how you regard this job?

(1) Temporary, until a better one can be found ⌊_⌋ 32
(2) Temporary, while enrolled in school
(3) Job with possible career potential
(4) Job with definite career potential

9. Who do you live with while you are attending school?

(1) Self ⌊_⌋ 33
(2) Parents
(3) Friend(s)
(4) Spouse
(5) Other (specify) _____

10. Please estimate your present annual income. If you are living with your parents, please estimate their annual income. ⌊_⌋ 34

(1) Under $5000
(2) $5000 to $9999
(3) $10,000 to $14,999
(4) $15,000 to $19,999
(5) $20,000 to $29,000
(6) $30,000 to $39,999
(7) $40,000 to $49,999
(8) $50,000 or over

11. Rate yourself on each of the following traits as you think you really are when compared with the average person your own age. We want the most accurate estimate of how you **see yourself.**

1 = Very low
2 = Below average
3 = Average
4 = Above average
5 = High

Academic ability	⌊_⌋ 35
Reading ability	⌊_⌋ 36
Writing ability	⌊_⌋ 37
Mathematics ability	⌊_⌋ 38
Public speaking ability	⌊_⌋ 39
Problem solving ability	⌊_⌋ 40
Ability to handle stress	⌊_⌋ 41
Ability to get along with others	⌊_⌋ 42
Creativity	⌊_⌋ 43
Optimism	⌊_⌋ 44
Self-image	⌊_⌋ 45
Physical fitness	⌊_⌋ 46
Personal organization	⌊_⌋ 47
Social self-confidence	⌊_⌋ 48
Intellectual self-confidence	⌊_⌋ 49
Vocabulary and terminology	⌊_⌋ 50

7. What was your employment status during your last semester at SAC?

(1) Working full-time (30 hours or more per week) ___ 53
(2) Working part-time (less than 30 hours per week)
(3) Not working, but looking for a job
(4) Not working, and not looking for a job
(5) Full-time homemaker

8. What are you doing now? ___ 54

(1) Looking for a job
(2) Working full-time (30 hours or more per week)
(3) Working part-time (less than 30 hours per week)
(4) Going to school
(5) Homemaker
(6) Nothing
(7) Combination of above #'s ___, ___, ___

IF YOU ARE EMPLOYED, PLEASE ANSWER QUESTIONS 9 & 10.

9. What is your current rate of pay? ___ 55

(1) $3.99 or less per hour
(2) $4.00 to 4.99 per hour
(3) $5.00 to 5.99 per hour
(4) $6.00 to 6.99 per hour
(5) $7.00 to 7.99 per hour
(6) $8.00 to 8.99 per hour
(7) $9.00 or more per hour

10. Which single statement best describes your present job?

___ 56

(1) Directly related to course(s) taken at SAC
(2) Somewhat related to course(s) taken at SAC
(3) Not related to course(s) taken at SAC

11. What are your current educational plans? ___ 57

(1) Have already re-enrolled at SAC
(2) Plan to re-enroll at SAC within 12 months
(3) Have already re-enrolled at another school
(4) Plan to re-enroll at another school within 12 months
(5) Have no plans to attend school within 12 months

12. Rate yourself on each of the following traits as you think you really are when compared with the average person your own age. We want the most accurate estimate of how you **see yourself.**

1 = Very low
2 = Below average
3 = Average
4 = Above average
5 = High

Academic ability	___ 58
Reading ability	___ 59
Writing ability	___ 60
Mathematics ability	___ 61
Public speaking ability	___ 62
Problem solving ability	___ 63
Ability to handle stress	___ 64
Ability to get along with others	___ 65
Creativity	___ 66
Optimism	___ 67
Self-image	___ 68
Personal organization	___ 69
Social self-confidence	___ 70
Intellectual self-confidence	___ 71
Vocabulary and terminology	___ 72
Physical fitness	___ 73

13. We would appreciate any comments you might have about this questionnaire or about your experiences at Santa Ana College.

_____

_____

_____

_____

_____

0367

Rancho Santiago Community College District

Santa Ana College

Please return this !

Non-returning Student Questionnaire

1. Your Santa Ana College perm number: ⌊_⌊_⌊_⌊_⌊_⌊_⌋ 7

2. In deciding to enroll at Santa Ana College, please rate the importance to you of each of the following reasons. And, how much help did your experiences at SAC give you in reaching each of the goals listed below?

	Importance of Enrolling 1 = A major reason 2 = A minor reason 3 = Of no importance	Help from SAC 0 = Not a goal of mine 1 = Not much help 2 = Some help 3 = Great help
To prepare for a career	⌊_⌋ 31	⌊_⌋ 32
To be able to get a better job or a promotion in present job	⌊_⌋ 33	⌊_⌋ 34
To meet academic requirements to transfer to a 4-year school	⌊_⌋ 35	⌊_⌋ 36
For personal development	⌊_⌋ 37	⌊_⌋ 38
Simply, to learn	⌊_⌋ 39	⌊_⌋ 40
To receive veterans or social security benefits	⌊_⌋ 41	⌊_⌋ 42
To meet new people	⌊_⌋ 43	⌊_⌋ 44
To participate in extracurricular activities	⌊_⌋ 45	⌊_⌋ 46
To improve physical fitness	⌊_⌋ 47	⌊_⌋ 48
Other (specify) _____	⌊_⌋ 49	⌊_⌋ 50

3. How often did you utilize each of the Santa Ana College services listed below? And, how satisfied were you with each of these services?

	How Often 0 = Never used 1 = Used once 2 = Used twice 3 = Used three or more times	How Satisfied 0 = Never used 1 = Very dissatisfied 2 = Dissatisfied 3 = Satisfied 4 = Very satisfied
Admissions and Records	⌊_⌋ 51	⌊_⌋ 52
Financial Aid Office	⌊_⌋ 53	⌊_⌋ 54
Student Placement Office	⌊_⌋ 55	⌊_⌋ 56
Cafeteria/Snack Bar	⌊_⌋ 57	⌊_⌋ 58
Registration	⌊_⌋ 59	⌊_⌋ 60
New Student Orientation	⌊_⌋ 61	⌊_⌋ 62
Academic Counseling	⌊_⌋ 63	⌊_⌋ 64
Personal Counseling	⌊_⌋ 65	⌊_⌋ 66
Career Planning Center	⌊_⌋ 67	⌊_⌋ 68
Recreation & Athletic Facilities	⌊_⌋ 69	⌊_⌋ 70
Library	⌊_⌋ 71	⌊_⌋ 72
Student Health Center	⌊_⌋ 73	⌊_⌋ 74
Learning Center	⌊_⌋ 75	⌊_⌋ 76
Women's Center	⌊_⌋ 77	⌊_⌋ 78
Veteran's Center	⌊_⌋ 79	⌊_⌋ 80
[illegible] Impressions of the College		⌊_⌋ 31

4. Please rate the following for courses you were enrolled in according to how well the courses fulfilled your individual needs:

1 = Excellent
2 = Above average
3 = Below average
4 = Poor

Quality of classroom instruction	⌊_⌋ 32
Grading and testing	⌊_⌋ 33
Content of course	⌊_⌋ 34
Help from instructor outside class	⌊_⌋ 35
Class size	⌊_⌋ 36
Availability of courses	⌊_⌋ 37

5. In deciding NOT to re-enroll at Santa Ana College, please rate the importance to you of the following reasons:

1 = A major reason
2 = A minor reason
3 = Of no importance

Completed needed courses	⌊_⌋ 38
Transportation problems	⌊_⌋ 39
Transferred to another college	⌊_⌋ 40
Found a job	⌊_⌋ 41
Got everything I wanted out of my classes	⌊_⌋ 42
Class schedule conflicted with work schedule	⌊_⌋ 43
Financial reasons	⌊_⌋ 44
Moved out of area	⌊_⌋ 45
Dissatisfaction with instruction	⌊_⌋ 46
Dissatisfaction with content of course	⌊_⌋ 47
Lost interest in school	⌊_⌋ 48
Decided to take a temporary break from studies	⌊_⌋ 49
Home or marital situation changed my educational plans	⌊_⌋ 50
Other (specify)_____	⌊_⌋ 51

6. When you were attending Santa Ana College, did you have any friend(s) who were also attending?

(1) Yes (2) No ⌊_⌋ 52

Continued on back

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Student Experience Questionnaire

Dear Student:

When you first enrolled at Santa Ana College, you were selected from all new students to help evaluate the effectiveness of the college's academic and vocational programs. At the time, you completed an Entering Student Questionnaire.

We now want to know how satisfied you have been with your experiences at SAC and what your academic needs are for the future.

Please take the time now to complete the questions on the reverse side, seal the gummed edge, and drop it in the mail.

We appreciate your response!

Very truly yours,

Harold Bateman

Harold Bateman
Dean of Admissions/Records
and Research

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